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ABSTRACT

This manual is designed to assist school personnel, employers, parents/guardians, and students in understanding the policies and procedures required to operate effective diversified cooperative training (DCT) and diversified cooperative health occupations (DCHO) programs. Chapter I describes DCT/DCHO programs, their structure, types of program organization, and physical facilities. Chapter II addresses briefly student and instructor/coordinator schedules. Chapter III covers certification/licensure for DCT and DCHO instructors and professional development. Chapters IV-V provide overviews of course of study, occupational competency analysis profile and vocational unit funding through the Educational Management Information System. Chapters VI-VIII focus on the student: selection, enrollment process, and job placement (state and federal minor labor laws, instructor/coordinator and job supervisor responsibilities, training agreement, training plan, and evaluation). Chapter IX discusses coordination and extended service and lists appropriate coordination activities and types of extended service. Chapters X-XVII cover the following aspects of DCT and DCHO programs: program evaluation; record keeping; advisory committees; public relations; vocational student organization; agency coordination; vocational education planning districts; and state staff. Appendixes include definitions and sample program forms. (YLB)

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PREFACE

Cooperative vocational education programs have been an important part of Vocational Trade and Industrial Education and Health Occupations Education in Ohio for more than seventy years. Both the Diversified Cooperative Training (DCT) and Diversified Cooperative Health Occupations (DCHO) programs provide a practical means of acquiring skill training in a real work environment at a very economical cost and are, therefore, attractive to both the employer and the school.

This manual has been developed and updated to assist school personnel, employers, parents/guardians, and students better understand the policies and procedures required to operate effective DCT/DCHO programs in Vocational Trade and Industrial Education.

A special thanks is extended to Sam Key for his assistance in updating this manual.

I. DCT/DCHO PROGRAMS

A. Description

The Diversified Cooperative Training (17.9960) and Diversified Cooperative Health Occupations (07.9960) Programs are defined as specialized programs of instruction designed for high school students who are at least 16 years of age and in their final year of high school. The programs allow students who are enrolled in Vocational Trade and Industrial Education and Health Occupations Education to experience the world of work and to receive school credits at the same time. The place of employment becomes an extension of the vocational classroom. Students receive experiences to aid them in making the transition from school to work. The student's on-the-job training is closely supervised and coordinated between the school and place of employment. Students receive monetary compensation (for work performed for employers) while receiving on-the-job training in various occupations administered by the Vocational Trade and Industrial Education and Health Occupations Education service areas.

B. Structure

Instruction for DCT/DCHO programs is provided by a certificated/licensed instructor/coordinator who directs the related classroom study and coordinates on-the-job experiences. The programs offer work experience in many different skilled occupational areas. An individual training plan must be prepared for each student as required by law. The programs must comply with state-adopted standards regarding facilities, equipment, enrollment, staff, curriculum, and training stations. The content for the related period(s) of instruction includes life skills, employability, problem solving, academic, leadership skills, and individual preparation in the specific occupation in which the student is employed.

The DCT program must enroll a minimum of fifteen (15) students and DCHO a minimum of twelve (12) students. The maximum enrollment for each class is twenty-five (25). If either class falls below the minimum (but above eight (8) students) for a period of three consecutive years, funding is discontinued. Any program with enrollment of less than eight (8) students is not funded.

C. Types of Program Organization

1. The program meets for at least two (2) forty (40) minute periods in the DCT/DCHO related classroom and one-hundred fifty (150) minutes in a paid on-the-job work experience per day.

2. In the DCT program one forty (40) minute related period is designated for general related content instruction provided by the DCT instructor/coordinator; and one forty (40) minute period in specific occupational skills with instruction provided by either the DCT instructor/coordinator or the occupationally specific vocational instructor from the program area in which the student has successfully completed the Level I Occupationally Specific Vocational Program.

3. An alternative related option includes one forty (40) minute period of general related content and one forty (40) minute period of English/Language Arts.

4. In the DCHO program one forty (40) minute related period is designated for general content and one forty (40) minute period in technical related content provided by the DCHO instructor/coordinator.

5. An alternative related option includes one period of general related with the DCHO instructor/coordinator and one period of Applied Academics with instruction provided by an appropriately certified/licensed instructor.

D. Physical Facilities

The school should provide a minimum of nine hundred (900) square feet of classroom space for the related training. The classroom must be large enough to seat at least twenty-five (25) students at desk-type chairs or chairs and tables comfortably.

It is important that a separate office space adjacent to the related classroom is provided or that the classroom include an enclosed area equipped with a telephone, office equipment, a file cabinet, and adequate space for reference materials. The main classroom should include equipment to facilitate the use of audio/visual, computers, and instructional materials; trade journals, magazines, and textbooks. A separate office or enclosed conference area should be available for individual conferences with students, parents, and employment supervisors/employers.

II. STUDENT AND INSTRUCTOR SCHEDULES

A. Student Schedules

Students must be available for employment for a minimum of one hundred fifty (150) consecutive minutes during the regular school day. This time must coincide with the instructor/coordinator's scheduled coordination time.

Students must be scheduled for minimum of two (2) forty (40) minute periods in the DCT/DCHO related classroom and one hundred fifty (150) minutes in a paid on-the-job work experience.

B. Instructor/Coordinator Schedule

Instructor/coordinator classroom schedules should coincide with their student schedules without deviation.

The instructor/coordinator schedule must be one hundred fifty (150) uninterrupted minutes in length and coincide with the work schedule of the students.

III. INSTRUCTOR/COORDINATOR CERTIFICATION/LICENSURE & PROFESSIONAL DEVELOPMENT

A. Certification/Licensure for DCT Instructor

Individuals desiring to teach a DCT program must hold a valid, unrestricted standard teaching certificate/license in Trade and Industry (occupational specific) Education or Technology Education and complete an approved program of preparation at an approved instructor education institution. The approved program of pre-service and in-service consists of a minimum of eight (8) semester hours (twelve (12) quarter hours) delivered over a two year period. During the two years necessary to complete this approved program, the instructor/coordinator will teach DCT on temporary teaching certificates/licenses issued on the authority of the approved instructor education institution. Upon completion of the approved program, the instructor/coordinator will be eligible for a DCT teaching certificate/license.

To meet the certification/licensure requirements of the Ohio Department of Education, the instructor/coordinator must possess the following qualifications to enroll in an approved program of preparation:

1. A baccalaureate degree in Trade and Industrial Education, a related field with thirty (30) semester hours in a technical area related to the teaching area, or Technology Education, from an approved college or university,

and

2. A valid, unrestricted standard teaching (occupationally specific) certificate/license in Trade and Industrial Education or in Technology Education,

and

3. Two years of successful teaching experience in Trade and Industrial Education or Technology Education under a standard teaching certificate/license,

and

4. A minimum of two years of full-time, occupationally specific, work experience in a Trade and Industrial certificate/license area.

To determine eligibility for DCT certification, a VE-36 Qualification Evaluation Form should be completed and returned to the approved institution along with all supporting documents. Eligible individuals will receive a VE-37 Instructor Eligibility and Education Verification Form stating that they are eligible to enroll in the approved program. Upon enrolling in the approved program, a temporary certificate may be issued on the authority of the approved college or university. When the DCT instructor/coordinator has met all of the requirements of the approved program and the institution, he/she is eligible for a standard DCT certificate/license.

B. Certification/Licensure for DCHO

Individuals desiring to teach a DCHO program must hold a valid, unrestricted standard teaching certificate/license in Health Occupations Education and complete an approved program of preparation at an approved instructor education institution. The approved program of pre-service and in-service consists of a minimum of eight (8) semester hours

(twelve (12) quarter hours) delivered over a two-year period. During the two years necessary to complete this approved program, the instructor/coordinator will teach DCHO on temporary teaching certificates/licenses issued on the authority of the approved instructor education institution. Upon completion of the approved program, the instructor/coordinator will be eligible for a DCHO teaching certificate/license.

To meet the certification/licensure requirements of the Ohio Department of Education, the instructor/coordinator must possess the following qualifications to enroll in an approved program of preparation:

1. A baccalaureate degree in Health Occupations Education or a related field, with thirty (30) semester hours in a technical area related to the teaching area, from an approved college or university,

and

2. A valid, unrestricted standard teaching certificate/license in Health Occupations Education,

and

3. Two years of successful teaching experience in Health Occupations Education under a standard teaching certificate/license,

and

4. A minimum of two years of full-time, occupationally specific, work experience outside of education.

To determine eligibility for DCHO certification, a VE-36 Qualification Evaluation Form should be completed and returned to the approved institution along with all supporting documents. Eligible individuals will receive a VE-37 Instructor Eligibility and Education Verification Form stating that they are eligible to enroll in the approved program. Upon enrolling in the approved program, a temporary certificate/license may be issued on the authority of the approved college or university. When the DCHO instructor/coordinator has met all of the requirements of the approved program and the institution, he/she is eligible for a standard DCHO certificate/license.

C. Professional Development

1. An Individual Professional Development Plan (IPDP) is to be fully implemented and updated annually (Ohio's Future at Work Beyond 2000). This is a self-assessment plan based on needs identified by the instructor/coordinator and the employing school district.

2. The All Ohio Vocational Education Conference provides instructor in-service activities both of a general nature, and of special interest to the cooperative education instructor/coordinator. This conference is usually held in the Columbus area in August each year.

3. Local, regional, and state in-service meetings are held jointly by the Ohio Department of Education, the Trade and Industrial/Health Occupations Education Service, and various taxonomy groups of the Ohio Vocational Association (OVA). Instructors/coordinators are encouraged to participate in professional vocational associations including the Ohio Vocational Association /American Vocational Association (OVA/AVA), the National Association for

Trade and Industrial Education (NATIE), and the Vocational Industrial Clubs of America (VICA).

4. A state wide conference is held in the spring of each year for Trade and Industrial/Health Occupations cooperative education instructors/coordinators. This conference provides an opportunity to network with others who are involved in cooperative education, in addition to receiving other relevant information concerning Trade and Industrial/Health Occupations Education.

IV. COURSE OF STUDY and OCCUPATIONAL COMPETENCY ANALYSIS PROFILE (OCAP)

Individual student training plans are based on the competencies identified in the Occupational Competency Analysis Profile for the student's occupational training station. At the completion of the DCT/DCHO programs assessment should include OVCA, employability and appropriate occupational units.

V. VOCATIONAL UNIT FUNDING THROUGH THE EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

Secondary vocational education foundation unit funding data is a part of the comprehensive Educational Management Information System (EMIS).

Funding for a secondary vocational education foundation unit is based upon the length of the course, the type of instruction, the number of hours per year of operation, the instructor's education and experience level, and enrollment.

The *Vocational Education Secondary Unit Funding Procedures Manual* is published annually to provide specific information pertaining to the data codes for input into the EMIS locally. This manual provides specific information regarding:

1. Course Codes - codes defining the curriculum offered
2. Course Types - codes identifying the length of the program
3. Course Levels - codes identifying different programs offered for more than one year

Secondary vocational education offerings for which foundation unit funding is being sought will be recommended for funding based upon the data reported in the EMIS files.

It is critical that local program administrators be thoroughly familiar with the information contained in the Vocational Education Secondary Unit Funding Procedures Manual. Cooperative education instructors/coordinators should become familiar with the components of their program for the EMIS as well as cooperative education program guidelines specific to their program type to better enable them to assist persons responsible for inputting data into the system.

For questions and/or concerns regarding EMIS in your district, inquiries should directed to the individual identified as the district EMIS coordinator.

For specific program requirements and EMIS assistance, inquiries should be directed to your state Trade and Industrial/Health Occupations Service Supervisor.

VI. STUDENT SELECTION

A student must be 16 years of age on or before October 15th of the school year to be considered for enrollment in a DCT or DCHO program. The student should be on schedule for graduation at the end of the DCT/DCHO program so that employment opportunity continues. Any academic deficiencies should be eliminated prior to enrolling in the program.

VII. STUDENT ENROLLMENT PROCESS

A. Student Application

Students who have been identified by the guidance counselors and have shown an interest in the DCT/DCHO program, and should be required to complete the appropriate application.

B. Parent/Guardian Contact

The instructor/coordinator should arrange a meeting with the parents/guardians. This meeting is an ideal time to brief the parents/guardians on the purpose of the DCT/DCHO program and outline the responsibilities of all the concerned participants. This also provides an opportunity to get the necessary signatures for the Training Agreement and other forms.

C. Home Visits

Home visits by the instructor/coordinator are strongly encouraged and may provide for a greater understanding of the student.

D. Student Data

The student's file should include the following information: eligibility for final year of high school and/or has demonstrated competencies for the Level I Occupationally Specific Vocational Program; attendance records verifying 90% attendance during previous school year; and verification of passing 9th grade proficiency tests.

VIII. JOB PLACEMENT

A. State and Federal Minor Labor Laws

All DCT/DCHO job placements must be paid employment in a job identified as a Trade and Industrial/Health Occupations Education area of training. Students may not be placed in an occupational area where an occupationally specific program for the subject area exists within the VEPD. The only exception to this guideline will be for students who have successfully completed Level I of a two year program. DCT/DCHO job placements must adhere to all state and federal labor laws. Students must be paid wages in accordance with the appropriate guidelines.

For current information regarding labor regulations, tax credits, and hazardous occupations please contact the following agencies:

STATE

Ohio Department of Industrial Relations
Prevailing Wage, Minimum Wage & Minors
2323 West Fifth Avenue, Room 2160
Columbus, Ohio 43216

(614) 644-2239

FEDERAL

U.S. Department of Labor
Wage and Hour Division
646 Federal Office Building
200 North High Street
Columbus, Ohio 43215

(614) 469-5415, or 5677, or 5678

B. Instructor/Coordinator Responsibilities

- Know the current laws and regulations regarding placement of DCT/DCHO students.
- Locate and evaluate prospective training stations and know entry level jobs available at each training station. It is the responsibility of the instructor/coordinator to place each student at an approved job training station
- Observe safety conditions at each training station and maintain a record of observations for each student. Safety violations should be annotated and brought to the immediate attention of the supervisor.
- Confer with employer/supervisors regarding the following:
    1. Student wages
    2. Tax credit information
    3. Student learner's potential
    4. Student hours and restrictions
    5. Responsibilities of the employer/supervisor
    6. Development of a Training Plan for each student
    7. Periodic student evaluations
    8. Information to be presented in related class
- Enforce existing school policy

- Maintain complete records for each student with respect to the following:
    1. Follow-up procedures
    2. Student attendance

3. Evaluation procedures
4. Training Plan
5. Training Agreement
6. Parent-Student Agreement
7. Coordinator visitation/conferences
8. Credits needed for graduation

- Work with individual students to do the following:
  1. Resolve job difficulties
  2. Assist in making career decisions and setting goals
  3. Provide related classroom instruction
- Submit an itinerary of coordination activities to your immediate supervisor.
- Organize and provide leadership for the vocational student organization (VSO), the Vocational Industrial Clubs of America (VICA).
- Organize and incorporate an employee-employer banquet at the end of the school year.

C. Job Supervisor Responsibilities

The job supervisor is responsible for providing work experience with instructional value and career development. In addition, the job supervisor will provide training under the close supervision of an experienced and qualified person (mentor). All student work will be performed under safe and hazard free conditions.

The job supervisor is expected to confer with the instructor/coordinator concerning the student's performance and objectives as outlined in the Training Plan at least once each grading period. The job supervisor is responsible for employing the student in accordance with all applicable Federal and/or State Minor Wage and Hour laws and regulations.

D. Training Agreement

The training agreement is an agreement entered into by the student, parent or guardian, employer and the school and is required for all DCT/DCHO students. It addresses the responsibilities of all parties.

No student should participate in their job placement until there is a written training agreement signed by the employer, student, instructor/coordinator, and the parent or guardian. A copy of the written training agreement for each student participating in the program should be on file at their work site and with their instructor/coordinator.

E. Training Plan

The training plan is a written device to be used by the student, instructor/coordinator, and employer in developing and evaluating job competencies. Every student **must** have a training plan on file both at the school and at the job site for each job the student holds during the school year. The training plan specifies the competencies the student will learn on the job. Included on the training plan are generic job competencies, competencies specific to the job that are taken from the job description, and generic and specific safety competencies. These are competencies for which the student will be evaluated. The training plan should be reviewed and annotated at each instructor/coordinator visit.

F. Evaluation

Students should be evaluated frequently on their job performance. Evaluations are based on the competencies listed in the student's training plan. In addition to a list of competencies being evaluated, a rating scale should be developed and explained to all concerned parties. The evaluation should be easy for the employer to use and useful to the student in his/her attempt to develop and improve job skills. As job evaluations are made, areas targeted for improvement can be identified on the training plan.

IX. COORDINATION AND EXTENDED SERVICE

Program responsibilities require that the instructor/coordinator be in the community and away from the school site part of the time. The coordination time is to be used only for job coordination activities. It is therefore imperative that the instructor/coordinator establish a system of accountability. This may be done through the use of a coordination log. This log may be a local form but should provide at least the following information:

1. Date
2. Destination
3. Time spent
4. Person contacted
5. What occurred at the meeting.

A. Coordination Activities

The following is a partial list of activities that may be appropriate during coordination time:

1. Visit job stations regularly.
2. Confer with job supervisors to reinforce goals.
3. Evaluate job performance and alter job training plans.
4. Establish public relations program.
5. Develop new job stations.
6. Complete forms.
7. Make home visits.
8. Contact agencies and support services.
9. Hold student conferences.
10. Make instructor contacts.
11. Initiate and follow-up on interventions.

Your local supervisor should be kept informed of coordination activities. Logs and other documentation of activities should be submitted to your local supervisor on a regular basis.

B. Extended Service

1. Extended service for cooperative education programs is not mandated but is strongly recommended and may be provided beyond the regular school year.

2. Approved extended service for vocational instructors shall not be in conflict with other school-related education-sanctioned duties and/or assignments, including professional education requirements for instructor certification/licensure.

   Extended service may be used for but not limited to:

   a. Assure that all federal and state laws regarding student employment are being met.
   b. Locate and evaluate prospective training stations to determine suitability for possible student placement.
   c. Observe safety at each training station and maintain a record of visits and possible violations.
   d. Confer with job supervisors in the development of training plans, job descriptions, and student evaluations.
   e. Work with the job supervisor(s), parent(s), and the student in explaining and obtaining appropriate signatures on the training agreement.
   f. Make home visits.
   g. Confer with instructors regarding DCT/DCHO students.
   h. Contacting social service agencies that may be of assistance to DCT/DCHO students and provide follow-up activities.
   i. Gather needed data for student forms.
   j. Set up schedules for home visitations, employer contacts, and agency contacts.
   k. Establish and work with advisory committees.
   l. Participate in the All Ohio Vocational Education Conference.
   m. Select students.
   n. Gather materials that may be helpful for instructional units.
   o. Begin a public relations program for the coming year.
   p. Contact resource people who can be helpful in your program.
   q. Initiate VSO (VICA) activities for the upcoming school year.

X. PROGRAM ACCOUNTABILITY

A. Evaluation

Program evaluation is a continuing process. All school districts offering vocational educational programs are required to undergo formal evaluation on a regular basis. The basis for evaluation is primarily student outcomes and performance measures as opposed to the traditional aspect of examining school facilities, equipment and instructional practices. Outcomes and recommendations should be useful in affecting the VEPD Plan.

B. Program Opening Report

Each cooperative instructor/coordinator **MUST** submit an accurate Trade and Industrial/Health Occupations Cooperative Education Program Opening Report to the Ohio Department of Education, Trade and Industrial Education Office by the end of the first full week in October. The information in the opening report contains data for each program that is aggregated to represent all of the T&I/HOE cooperative education programs in the state. The data provides information regarding the scope of the program and the appropriateness of job placement. This can be shared with students, parents/guardians, school district personnel, school board members, and employers.

XI. RECORD KEEPING

All instructors/coordinators are responsible for maintaining up-to-date records that should be readily available and accessible to your building administration. Records are to be maintained as follows:

A. Student Files

The following information is required and must be included or be readily accessible to the student file.

1. Intake information
    a. Application
    b. Birth date/certificate
    c. Social security number
    d. Name of parent(s) or guardian(s)
    e. Home address and phone number

2. Achievement Records
    a. Copy of previous grades
    b. Achievement test scores
    c. Pre and post testing results
    d. Current grades

3. Agreements/Permits
    a. Student/parent contract
    b. Training agreement
    c. Work permit

4. Training Plan
    a. Job competencies
    b. Safety competencies

5. Employment Records

   a. Employer address and phone number
   b. Current wage rate
   c. Hours worked (day, week, pay period etc.)
   d. Cumulative hours worked
   e. Cumulative wages

6. Interventions

   a. Disciplinary actions
   b. Student intervention actions
   c. Work suspensions
   d. Probation agreements
   e. Request for removal

7. Home Visits

Records including dates, times, contact person(s) and a summary of the home visitation should be kept on file.

B. Instructor/Coordinator Records

The following information should be recorded and kept in the instructor/coordinator's file:

1. Travel reports (mileage and itinerary logs)
2. Phone Logs (parent contacts, employer contacts, and professional contacts)
3. Job site visits
4. Extended time records
5. Anecdotal records

C. Program Data

The following information should be kept on file to complete necessary reports throughout the year.

1. EMIS information
2. Opening report information
3. Year end report data
4. Follow-up information

XII. ADVISORY COMMITTEES

All cooperative education programs are required to implement and maintain an active, local board approved advisory committee. The purpose of the advisory committee is to assist the instructor/coordinator and the program administrators in keeping abreast of the needs of local businesses, the school, and the community. This committee of 6-12

members, composed of representatives including employers, local business leaders, parents, educators, social service organizations, and civic groups, should convene at least two formal meetings during the year. This group can be very effective by assisting with program evaluations, by securing training stations for students, and by promoting positive public relations.

XIII. PUBLIC RELATIONS

A successful cooperative education program requires the support of all school personnel, business leaders and the local community. Instructors/coordinators need to promote the benefits of cooperative education within the school and the community at large.

The instructor/coordinator must meet with instructors, administrators, and other building personnel to explain the purpose and scope of the program and to enlist their assistance in placing qualified students in the cooperative education program. The positive aspects of the program, including student achievements, can be highlighted throughout the year. This may be accomplished through announcements, notes in instructor bulletins, use of display cases and bulletin boards, and articles in the school newsletter or newspaper. Thank you notes and certificates of appreciation from students and instructors/coordinators to building personnel can help in promoting the positive aspects of the program.

Enlist the aid of local media to promote the positive effects of the cooperative education program in the community. Articles (including pictures) about public service projects are a good way to place students in a positive light in the community. The advisory committee can be very helpful in arranging the media sessions.

Arrange to speak to local civic and business groups about vocational education and the cooperative education opportunities available to qualifying students. If a business or group does something to benefit the program, be certain that it gets widespread recognition. An appreciation banquet or ceremony near the end of the school year for employers, instructors, parents, and students will help to develop good public relations.

XIV. VOCATIONAL STUDENT ORGANIZATION

Students enrolled in cooperative education programs should participate in a state sanctioned Vocational Student Organization (VSO). The Vocational Industrial Clubs of America (VICA) is the sanctioned VSO for students enrolled in Trade and Industrial/ Health Occupations Education. Through VSO participation, students develop leadership skills, gain experience using parliamentary procedure, increase confidence in public speaking, improve performance in job interview skills, and develop occupationally specific job skills.

The VICA Professional Development Program (PDP) is a noncompetitive skill-building program designed to reinforce the development of school-to-work competencies. The program is based on competencies that have been determined by business and industry professionals to be important for success into the work force. Students are recognized

for individual achievement as they develop their knowledge and professional and occupational skills. The PDP also enables local employers to become involved in student development and evaluation.

There are seventy separate skill and leadership competencies covered in the seven levels of the program. These skills include personal awareness, goal setting, community service, career knowledge, communication skills, teamwork, government awareness, ethics, conflict resolution, portfolio development and interaction with community leaders as well as business and industry professionals.

The program's strength lies in its flexibility. It can be used as an individual self-development course or for group instruction. It can be integrated into the existing curriculum or used as a separate course of study.

In addition to the PDP, VICA members are eligible to participate in all VICA leadership development contests, and selected Trade, Industrial, Technical, and Health Occupations contests at the local, regional, state, and national levels.

XV. AGENCY COORDINATION

The cooperative education instructor/coordinator is often required to coordinate with other agencies and/or organizations servicing students. It may be necessary to recommend the involvement of other agencies and/or organizations to assist students.

Some of the agencies and/or organizations and their representatives that may be involved with students are: Job Training Partnership Act (JTPA), local health department, human services (welfare), domestic violence centers, Big Brother and Big Sister, Salvation Army, school attendance officers, school intervention/prevention specialists, and family counseling centers.

XVI. VOCATIONAL EDUCATION PLANNING DISTRICTS (VEPD)

The planning and structure for providing vocational education programs to meet state standard of providing a minimum of twelve vocational education programs and twenty classes is called a Vocational Education Planning District (VEPD). A VEPD is defined as the local education agency configuration (single district, contract, compact, jointure) that meets the minimum requirements of law and subsequent standards to offer state sanctioned vocational programming.

The vocational cooperative education instructor/coordinator should be familiar with all vocational programs offered in the VEPD. This will allow them to promote vocational education in the community and to assist the instructor/coordinator in recruiting students for their cooperative education programs.

XVII. STATE STAFF

The Diversified Cooperative Training and Diversified Cooperative Health Occupations programs are administered by the Ohio Department of Education, Division of Vocational and Adult Education, Trade and Industrial/Health Occupations Service. One person is identified as the state supervisor for each of these programs. This person's duties include but are not limited to:

1. Provide technical assistance to schools for program planning
2. Interpret program guidelines
3. Implement regional and state in-service activities
4. Conduct state staff reviews

For additional information contact:

Trade and Industrial Education
65 South Front Street, Room 910
Columbus, Ohio 43215-4183

DEFINITIONS

VOCATIONAL EDUCATION - The organizational programs offering a sequence of courses which are directly related to the preparation of individuals for paid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher order reasoning, and problem solving skills, work attitudes, general employability skills, and the occupational specific skills necessary for economic independence as a productive and contributing member of society. (CDP = Carl D. Perkins)

TRADE AND INDUSTRIAL EDUCATION - The courses that prepare students for initial employment or with upgrading and retraining workers in a wide range of trade and industrial occupations. Such occupations are concerned with producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Classroom instruction combined with laboratory experiences based on industry standards teach the basic manipulative skills, the safety judgment, and the related information in mathematics, communications, and science. Instruction is included for apprentices in apprenticing occupations as well as training for service and certain semiprofessional occupations considered to be trade and industrial in nature.

COOPERATIVE PROGRAM - A program for persons who are enrolled in a school whereby they receive, through a cooperative arrangement between the school and employers, part-time vocational instruction in the school and on-the-job training through part-time employment.

VOCATIONAL STUDENT ORGANIZATION (VSO) - The intracurricular component of vocational programs having activities designed to support vocational instruction objectives by helping student members develop interpersonal, citizenship, and leadership skills. (OFW = Ohio's Future At Work: Beyond 2000)

INDIVIDUALIZED EDUCATION PLAN (IEP) - A written statement specifying the special educational program and related services that will be provided to a handicapped child.

DCT/DCHO INSTRUCTOR/COORDINATOR - A member of the school staff responsible for administering the school DCT/DCHO program and for resolving all problems that arise with the employed student relating to school regulations and on-the-job activities. The instructor/coordinator acts as a liaison between the school and employers in programs involving cooperative education or other part-time job training.

COORDINATION - That function in vocational education that is concerned with providing a liaison relationship between employers, parents/guardians, the advisory committee and the school. In cooperative programs, this function includes the correlation of curriculum between skill instruction and related technical instruction.

TRAINING PLAN - An outline of learning experiences an employer agrees to provide for a student learner enrolled in a cooperative education program.

TRAINING AGREEMENT - A student-learner agreement designating hours of employment, wages, student responsibilities, school responsibilities, and parent/guardian responsibilities, which is a basis of employment for a student enrolled in a cooperative program of instruction.

VOCATIONAL COMPLETER - A student becomes a completer upon attaining the skills sufficient for employment in a cluster of specific occupations, **and** after completion of at least 450 clock hours of instruction, **and** being no longer enrolled in the program.

DISADVANTAGED - Those individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (CDP)

ACADEMICALLY DISADVANTAGED - An individual who lacks reading, writing, and mathematic skills, AND performs two or more years below grade level on standardized tests.

ECONOMICALLY DISADVANTAGED - An individual, parent(s) or guardian who is unemployed, is receiving public assistance, is institutionalized or under state guardianship, or has a family income at or below the national poverty level (CDP)

The above definitions are taken from the Vocational and Adult Education Dictionary, 6th Edition. For more information contact the Ohio Department of Education, Division of Vocational and Adult Education.

APPENDIX

DCT/DCHO PROGRAM PROCEDURES

To explain clearly the procedures that govern students enrolled in a work-experience program, the following guidelines have been established:

SCHOOL PERFORMANCE

1. If a student is unable to attend school, the student shall not report to work on that day. Any student violating this provision will be considered truant.
2. In the event of absence, the student must notify both the coordinator and the employer. Notify the coordinator by _____(enter time) and the employer as soon as possible. Car trouble is not an acceptable reason for absence.
3. Each student will conduct himself/herself according to the school code at school and at any vocational, school-sponsored activity.
4. The expected academic achievement level of each student enrolled in DCT/DCHO training shall be the same as that required of all other students in the school.
5. A student enrolled in an DCT/DCHO training program is expected to abide by the dress code established by the school and by the employer.
6. If a student is unemployed for a period of time, he or she will remain at the school until the end of the normal school day and be available for assignment by the coordinator. Such students will be assigned an education experience during the regular school hours in accordance with local school policies.
7. A student enrolled in the DCT/DCHO training program must successfully complete the course work and perform satisfactorily upon the job in order to receive credit for the program.
8. The student will attend the employer-employee banquet, with the employer as his/her guest.

EMPLOYMENT PERFORMANCE

1. The student must contact the employer and the instructor/coordinator when he or she is not going to report for work. This should be done ion advance of the scheduled starting time.
2. The coordinator must approve all training stations. Students may not change job training stations without permission of the Instructor/Coordinator.
3. Transportation to and from the training station is the responsibility of the students.
4. A student may be expected to work during school vacation periods.
5. Any student injured on the job must report the accident immediately to the instructor/coordinator.
6. The student should notify the instructor/coordinator of any problems at school or at work.
7. A student enrolled in an DCT/DCHO training program must work in an approved occupation a minimum of 540 hours during the regular school year. This is an average of 15 hours per week during the 36-week school year. Maximum work hours per week are governed by state labor laws and by the student's ability to work and to maintain satisfactory grades in school work.
8. Although full-time employment upon graduation may be offered, the company is under no obligation to do so. If a student decides not to remain employed at his/her training station after graduation, it will be necessary to go through proper resignation procedures.

I have read the above procedures for DCT/DCHO Programs and agree to abide by them.

_____ _____
Student/Employee *Date*

_____ _____
Parent/Guardian *Date*

_____ _____
Instructor/Coordinator *Date*

_____ _____
Program Supervisor *Date*

DCT/DCHO TRAINING PROGRAM APPLICATION

Name _____ Date _____ Grade _____

Address _____ Phone Number _____

Age _____ Birth Date _____ Social Security Number _____

Health _____

Hobbies (athletics, school, church, or community) _____

_____

Father's Name _____ Employer _____

Address _____ Phone Number _____

Mother's Name _____ Employer _____

Address _____ Phone Number _____

Do you live with your parents? _____

HIGH SCHOOL CREDITS

_____ _____

_____ _____

_____ _____

What graduation requirements do you need to get your high school diploma? _____

_____

What are your long-range goals? _____

List three teachers as references:

_____ _____ _____

List previous work experience:

Employer	**Job Title**	**Dates**
_____	_____	_____
_____	_____	_____

Are you available for summer employment? _____ Do you have a driver's license? _____

If I am accepted in the DCT/DCHO Program, I agree to put forth my best efforts to complete the training program.

_____ _____
Student Signature *Date*

I consent to having _____ enter the DCT/DCHO program and agree to cooperate with the school and the employing agency.

_____ _____
Parent/Guardian Signature *Date*

_____ _____
Guidance Counselor *Date*

PARENT AND STUDENT CONTRACT
DCT/DCHO Program

The DCT/DCHO Program is designed to give the student the opportunity to complete his/her education while learning the obligations of the world of work. There are definite responsibilities the student must agree to carry out in order to remain the DCT/DCHO Program.

As a condition for acceptance into and retention in the DCT/DCHO Training Program, the student agrees to follow each of the conditions listed below:

1. Arrive at school and work every day on time unless confined to home due to illness or otherwise excused by the Instructor/Coordinator.
2. It is the responsibility of each student to notify the school and Instructor/Coordinator in the event of absence from school, and not to report to work without his/her permission on that day.
3. It is the responsibility of each student to notify his/her employer and Instructor/Coordinator as early as possible in the event of absence from work.
4. Each student is expected to work and act in a manner that will be a credit to himself/herself, his/her employer's place of business, and the DCT/DCHO Program.
5. It is the responsibility of each student to notify his/her Instructor/Coordinator immediately of any school or work problems and to accept counseling, guidance, and any school or work adjustments or reassignments the Instructor/Coordinator may request.
6. The student is expected to perform satisfactorily for the entire school year or lose academic credit in the program.
7. The student, as a productive member of the work force, is expected to maintain good personal hygiene, be appropriately groomed, and properly dressed as directed by his/her employer and/or Instructor/Coordinator.
8. Understand that a student may be removed (without credit) from the DCT/DCHO Program for school disciplinary reasons, failure to obtain employment, loss of his/her job, or failing one or more subjects.
9. DCT/DCHO students must open a savings account and deposit an average of $ _____ weekly.
10. A student shall not hold another job other than the job approved by his/her Instructor/Coordinator.
11. It is the responsibility of each student to notify his/her Instructor/Coordinator immediately if he/she is laid off from his/her job or if he/she wishes to change the place of employment. The student further agrees to accept the direction of the Instructor/Coordinator with regard to each of these situations.
12. Each student will leave the school promptly and quietly when dismissed to go home or to work unless permission to remain on the school grounds is obtained from the Instructor/Coordinator or building administrator.
13. Each student assumes responsibility for his/her transportation to and from school and work each day.
14. If a student becomes unemployed he/she may be required to remain at school and/or perform volunteer work as directed by the Instructor/Coordinator until another job is found.
15. Failure by the student to abide by the conditions set forth in this agreement, either at school or work, may result in disciplinary action and/or removal from the program.

_____ _____
Student Signature *Date*

_____ _____
Instructor/Coordinator Signature *Date*

_____ _____
Parent/Guardian Signature *Date*

_____ _____
Building Administrator Signature *Date*

COOPERATIVE TRAINING AGREEMENT

Program: _____

Student Trainee: _____ Job Title: _____ Home Phone: _____

Instructor/Coordinator: _____ School Phone: _____ Home Phone: _____

Firm: _____ Supervisor: _____ Title: _____ Phone: _____

In order to operate an effective cooperative education program, it is necessary that all parties understand and adhere to the terms of the cooperative training agreement.

EVERYONE UNDERSTANDS THAT:

1. The term of employment is for the current school year only.
2. This agreement shall not be terminated without the knowledge of all parties concerned.
3. The student must be 16 years of age, must have secured a social security card and must have secured a work permit when required by the employer.

THE STUDENT TRAINEE AGREES TO:

1. Conduct himself/herself using exemplary behavior in school, on the job, and in the community at all times.
2. Abide by the regulations set forth by the school, the employer, and the Instructor/Coordinator.
3. Perform all duties in a manner that will reflect credit to himself/herself, the school, and the firm.
4. Notify the employer and the Instructor/Coordinator in advance of necessary absence and under no circumstance report to work on a day when you are absent from school. Any student violating this provision shall be considered truant.
5. Participate in club activities as a part of the related instruction.
6. Arrive at school on time and understand that car problems will not be accepted as an excuse for tardiness or absence.
7. Serve assigned detentions at _____ p.m. and provide advance notice to the employer when detentions are assigned that conflict with the work schedule.
8. Work only with advance permission from the parent/guardian when the home school or the JVS is closed due to adverse weather or other conditions.
9. Provide weekly report of wages and hours to Instructor/Coordinator.
10. Not quit or change jobs unless having received approval of the Instructor/Coordinator and understand that a violation of this rule may result in failure for the grading period.
11. Wear attire to school and to work that is regarded as appropriate by the school administration.

THE PARENT/GUARDIAN AGREE TO:

1. Assume responsibility for the personal conduct of the student.
2. Assume responsibility for transportation of the trainee.
3. Recognize that club activities are a part of related instruction.
4. Encourage the student to make the most of this training opportunity.

(continued)

THE INSTRUCTOR/COORDINATOR AGREES TO:

1. Develop a training plan cooperatively with the employer.
2. Observe the trainee frequently at the training station.
3. Assist the employer with the trainee's progress.
4. Enforce attendance and disciplinary regulations.
5. Consult with all parties before making adjustments in employment.
6. Communicate with the employer, parents, and school administration concerning disciplinary actions relevant to the trainee.

THE EMPLOYER AGREES TO:

1. Place a trainee on the job for the purpose of providing work orientation and assign training of instructional value according to the training plan.
2. Develop with the Instructor/Coordinator a training plan directed toward the trainee's career objective.
3. Evaluate the student's performance periodically.
4. Cooperate with the Instructor/Coordinator to assist in the advancement of the student's training.
5. Provide the trainee with the same consideration given other employees regarding safety, health, social security, general working conditions, and other regulations.
6. Provide employment in accordance with federal, state, and local regulations.
7. Pay the trainee an amount comparable to that paid beginning workers doing similar work and consider the possibility of periodic raises.
8. Not restrict employment opportunities due to race, creed, sex, national origin, religious belief, or handicapping conditions.
9. Notify the Instructor/Coordinator prior to the discharge of a trainee realizing that discharging a student is a serious matter and may result in his/her failure for the current grading period.

MINOR AGREEMENT

We have employed this minor to be paid $ _____ per hour

for approximately _____ hours per week.

We also have a work certificate on file (only if required by the employer).

Student's date of birth _____

_____ _____
Student/Employee *Date*

_____ _____
Parent/Guardians *Date*

_____ _____
Instructor/Coordinator *Date*

_____ _____
Employer *Date*

cc: Instructor/Coordinator
Employer
Student
Parent/Guardian

TRAINING PLAN

Student _____ School _____ Date _____

Job Title _____ Instructor/Coordinator _____

Employer _____ Job Description _____

_____

Job/Safety Competencies	Related Competencies	Date Reviewed	Visitation Date

_____ _____ _____

Student/Employee Signature *Employer Signature* *Instructor/Coordinator Signature*

Observations: _____

_____

_____

continue on back

The employment of the trainee shall conform to all federal, state, and local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, sex, or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

AGE AND SCHOOLING CERTIFICATE

Ohio law states that all employed minors between 14 and 18 years of age must have an Age and Schooling Certificate (work permit). Work permits are not issued to minors under 14 years of age. A new Age and Schooling Certificate is required each time an individual changes place of employment.

Under House Bill 1002, minors age 16 or 17 who are employed for seasonal work during summer vacation months after the last day of the Spring school term and before the first day of the Fall school term in nonagricultural and nonhazardous employment, do not require an Age and Schooling Certificate. The employer must retain in employment records a copy of proof of age (in same form as proof of age is provided to most public schools) and a statement signed by the minor's parent or guardian consenting to the proposed employment.

Certain types of employment are considered dangerous or undesirable and are prohibited to minors. A list of such occupations is available in the office of any secondary school or from the Ohio Department of Industrial Relations, Division of Women and Minors and Minimum Wage (614-466-4340). High school graduates are exempt from the prohibited occupations laws for minors.

Minors must have at least 30 consecutive minutes for lunch after 5 hours from starting time.

NOTICE TO STUDENT: YOU MUST PROVIDE PROOF OF YOUR AGE! A birth certificate is the best document for this purpose. If you do not have a birth certificate, a passport, a baptismal record, a probate court record, or an insurance policy is satisfactory. (An insurance policy must be at least two years old to be valid for this purpose). Driver's licenses and social security cards are not acceptable.

Applicant's Name: _____

Applicant's Address: _____

_____

School: _____ Present grade **OR** highest grade completed: _____

Date of birth: _____ Current Age: _____ Years, _____ Months

_____

Student Signature

Application is for (check one).

- ❑ Part-time or vacation employment
- ❑ Full-time employment

State-approved Work Program:

❑ Yes ❑ No

EMPLOYER'S GRADE SHEET

Student Name: _____ Date: _____ Grading Period 1 2 3 4 5 6

1. QUALITY OF WORK: (Accuracy, neatness, thoroughness)

Inferior Work		Rather Careless		Meets Requirements			Highly Accurate			Exceptional
0	1	2	3	4	5	6	7	8	9	10

2. QUANTITY OF WORK (Volume, amount, speed)

Very Slow		Insufficient Work			Moderate			Rapid Worker		Highly Productive
0	1	2	3	4	5	6	7	8	9	10

3. KNOWLEDGE OF WORK

Almost None			Limited			Adequate		Good Understanding		Excellent Comprehension
0	1	2	3	4	5	6	7	8	9	10

4. DEPENDABLE (Reliability, attendance, punctuality)

Needs Constant Supervision		Needs Frequent Checking			Usually Dependable			Seldom Needs Checking		Highly Reliable
0	1	2	3	4	5	6	7	8	9	10

5. COOPERATION (Working with other employees)

Troublemaker		Has Difficulty		Generally Cooperative			Gets Along Well			Excellent Relations
0	1	2	3	4	5	6	7	8	9	10

6. JUDGMENT (Ability to make decisions, plan work)

Disorganized			Limited Judgment			Plans Well		Logical Thinker		Creative
0	1	2	3	4	5	6	7	8	9	10

7. INITIATIVE (Motivation, interest in work)

Indifferent		Needs Pushing			Adequate			Considerable		Highly Motivated
0	1	2	3	4	5	6	7	8	9	10

8. PERSONALITY (Courtesy, appearance, public relations)

Rude		Indifferent			Adequate for Job			Polite, Courteous		Exceptional
0	1	2	3	4	5	6	7	8	9	10

9. SAFETY (Including use and care of equipment)

No Thought of Safety		Unable to Perceive Safe Practices			Usually Safe		Reacts Well to Safety Requirements			Usually Conscious of Safety
0	1	2	3	4	5	6	7	8	9	10

10. ABILITY TO REACT TO SUGGESTIONS

Hostile		No Reaction		Accepts But Not Positively			Good Reaction			Excellent Reaction
0	1	2	3	4	5	6	7	8	9	10

EMPLOYER COMMENTS:

Days Absent: _____

Times Late: _____

VOCATIONAL EDUCATION PLANNING AND ACCOUNTABILITY REPORT FOR EXTENDED SERVICE
(Contractual* Days Beyond the School Year)

Year _____

This form is provided for local use by vocational teachers to document the planning and accountability of extended service. Extended service activities relate primarily to vocational extended instruction, related projects, and job placement. This form is to be on file locally and it is to be made available to local committees and state supervisors during MaPP reviews.

Teacher _____ Program _____

Number of contractual days approved beyond the regular school year _____

Approved travel budget _____

GOALS			ACCOMPLISHMENTS	
Days	No. of Visits		Days	No. of Visits
		1. Supervision and instruction of occupational experience programs for enrolled or scheduled high school students through:		
_____	_____	a. Home visits	_____	_____
_____	_____	b. Placement visits (including training plans and training agreements)	_____	_____
_____	_____	c. Group instruction	_____	_____
_____	_____	d. Prospective high school students	_____	_____
_____	_____	e. Prospective cooperative work experience employers	_____	_____
_____	_____	f. Other: State sanctioned workshops,** judging, recognition	_____	_____
		TOTAL MILEAGE _____		

*Contractual days are regarded as those days when school is not formally in session.

** Certification and college credit workshops are not included.

Continued

GOALS			ACCOMPLISHMENTS	
Days	No. of Visits		Days	No. of Visits
		2. Instructionally allied activities and services:		
_____	_____	a. New enrollees and visitation and orientation	_____	_____
_____	_____	b. Vocational student organization activities		
_____	_____	Meetings	_____	_____
_____	_____	Camp	_____	_____
_____	_____	c. Participation in fairs/shows (if instructionally related)	_____	_____
_____	_____	Community	_____	_____
_____	_____	County	_____	_____
_____	_____	State	_____	_____
_____	_____	d. Advisory committees	_____	_____
_____	_____	e. Business and industry visits	_____	_____
		TOTAL MILEAGE _____		
		3. Professional improvement:		
_____		a. Vocational state-sanctioned teachers' conference	_____	
_____		b. Special state sanctioned workshops or technical field days	_____	
		TOTAL MILEAGES _____		
_____		GRANT TOTAL DAYS WORKED TO DATE	_____	
		GRAND TOTAL MILEAGE TO DATE	_____	

Submit two copies, with the two columns on the left completed, to your local administration prior to the beginning of the extended service period. After administration sign-off, retain one copy for your file. At the conclusion of the extended service period, submit one copy with both the left and right columns completed to your local administration as a record of accomplishment.

_____
Instructor/Coordinator Signature *Date*

_____
Administrator/Supervisor Signature *Date*

TRADE AND INDUSTRIAL AND HEALTH OCCUPATIONS
Cooperative Education Program
Opening Report

Please submit the following information by the end of first full week in October to:

Trade and Industrial Education
65 South Front Street
Columbus, OH 43215-4183

Student I.D.	Age	Sex	Job Subject Code	Place of Employment
Sample: 9701	17	M	17.1002	Burleson Electric

Program Name

Instructor/Coordinator Signature *Date*

School Name *VEPD #*

Administrator /Supervisor Signature *Date*

INSTRUCTOR'S/COORDINATOR'S VISITATION EVALUATION
DCT/DCHO Program

Name of Student _____

Place of Employment _____ Date _____

Contact Person _____ Time _____ _____
From *To*

Student activity during the observation:

Comments for the employer:
Positive:

Negative:

Instructor's/Coordinator's overall comments on this visitation:

❑ Excellent ❑ Above average ❑ Average ❑ Below average ❑ Poor